COLORADO SPRINGS

PUBLIC SCHOOLS

MECHANICS

of the

WRITTEN AND PRINTED PAGE

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MECHANICS
of the
WRITTEN AND PRINTED PAGE

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and
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ISSUED BY
ADMINISTRATIVE DEPARTMENT
Colorado Springs Public Schools
September, 1920

High School Print Shop

In Board of Education Meeting.

August, 1920.

Ordered, That three hundred copies of a monograph on Mechanics of the Written and Printed Page, prepared by the Department of Measurements and Standards and approved by the Committee on the Course of Study, be printed and placed in the hands of the teachers as the standard of usage for both grade and high schools.

Attest: Thomas J. Fox, *Secretary.*

655.2
D79m

Mechanics of the Written and Printed Page

INTRODUCTION

Much divergency of opinion exists in the minds of teachers concerning usage in regard to capitalization and punctuation. This is largely due, of course, to training as well as to varying standards on these two points. The result of this is confusion in the minds of boys and girls. In order to reduce this confusion, it has seemed wise to present a set of rules concerning the best usage, and, where there appears to be no uniformity of practice, to fix an arbitrary standard.

The suggestions herein given are based on Ward's "Sentence and Theme," which is the text on English in use in the ninth grade, and the "Manual of Style" of the University of Chicago Press.

Only such suggestions as will be helpful in correcting the glaring faults of boys and girls in connection with their written work have been presented. From the comments that have been received, we are confident the teachers will be glad to co-operate in establishing in our system this uniformity, which is bound to result in the saving of much time and labor.

I. CAPITALIZATION

The following rules are based on the adoptions in 1904 by the National Education Association, but some changes have been necessary in order to conform to alterations in practice since that date.

CAPITALIZE—

1. Proper nouns and adjectives.

   However, words of common usage derived from proper names such as macadamized, utopian, italicized, state, county, street arab, boycott, etc., whether alone or in connection with a name, are not capitalized.

2. Every word in a title except articles, conjunctions and prepositions.

   Carpenter says, "It is customary to begin with a capital letter the first word of a title and every noun and adjective in the title, but not other words. When a verb or adverb is prominent or important in the title, it may also be begun with a capital."

3. The words north, south, east, and west, as parts of the country; not as directions.

4. The first word of a sentence, and the first word of every line of poetry.

5. Ecclesiastic and civic feast days:

   New Year's Day; Fourth of July.

6. Names of important historic epochs or events:

Franco-Prussian War; Renaissance; Louisiana Purchase.

7. Names of political parties and their adherents, religious denominations or sects, philosophical and literary schools:

Republican; Liberal; Methodist; Stoics; Romantic movement; Impressionist.

8. All titles preceding and academic degrees following the name; but the official title when it follows the name should not be capitalized:

General Brown; George Washington, president of the United States; William H. Taft, LL. D.

9. Names of associations, corporations, institutions, and churches:

The Macmillan Company; the University of Chicago; First Methodist Church.

10. Words used as the names of Deity, and pronouns referring to the Deity, if this reference would not otherwise be clear:

He who shapeth the destiny of man; when God had worked six days, he rested on the seventh.

11. Names for the Bible and other sacred books:

Old Testament; Holy Writ; the Koran; Beatitudes.

12. Fanciful names of states and cities:

Hoosier State; Queen City.

13. Class names only when used as an essential part of a particular name:

Dead Sea; the desert of Sahara; Rocky mountains; Atlantic ocean; Kansas City; New York City.

14. The names of legislative, judiciary, and administrative bodies and governmental departments, and their branches when specifically applied:

Congress; Parliament; House of Representatives; Census Office.

II. PUNCTUATION

PERIOD—

A period is used:

1. At the close of statements and commands.
2. After initials.
3. After abbreviations.
4. After polite requests which assume the form of questions:

John L. Sargent; La.; Will you fetch the book to me.

However, the period should be omitted:

1. After Roman numerals appearing in sentences.
2. After the expression "per cent."
3. After st, d, and th when used with figures.
4. After signatures, heading, etc.
5. After headings and addresses on letters.

COMMA—

A comma is used:

1. To set off a noun of address:
   William, whose hat is that? Do you think, my dear sir, I am a beggar?
2. After *yes* and *no*:
   Yes, you may. No, I cannot go.
3. To separate the terms of a series:
   A huge, swarthy, piratical fellow appeared. A table, chair, book-case, and writing-desk were in the room.

   Note.—Be sure that the words, phrases, or clauses of a series are of parallel construction; *i. e.*, adjectives, predicates of the same subject, modifiers of the same word. If conjunctions connect all the parts, no commas are necessary; but if only the last two items are joined by the conjunction, the comma is also required with the conjunction.
4. To set off appositives if modified:
   Tennyson, the poet, was laureate. The poet Milton was blind.
5. To separate items in address and dates:
   On January 3, 106 B. C., at Formiæ, Italy, Cicero was assassinated.
6. To set off parenthetical word, phrase, or clause:
   It sometimes happens, nevertheless, that soldiers are cowards. We intend, you may be sure, to do everything we can.
7. To set off nominative absolute:
   The bridge giving way, the train fell into the river.
8. To set off loose modifiers:
   The Black Knight, seeing that his help was needed, began to take part in the fight. Hearing a step, I turned.
9. To set off non-restrictive adjective clauses:
   Water, which is composed of two gases, is necessary to life.

10. After an introductory clause:

If it makes a soft ball, it is done.

11. Before such conjunctions as *but, though, yet, nor,* and *for*:

He was not such a good player, but he was elected captain.

12. To separate the parts of a compound sentence when short and not connected by conjunctions:

Deeds are fruits, words are leaves.

13. To set off a direct quotation:

Dombey asked, "How are you feeling now, my son?" "I am a great deal better," answered little Paul. "Floy," he said, "What is that?"

14. After certain words introducing examples:

A comma should be used after *as, namely, e. g., viz.,* and *i. e.*, when used to introduce examples.

15. To denote omissions:

"In Lincoln's first cabinet Seward was secretary of state; Chase, of the treasury."

16. After digits indicating thousands, except when used as a date, a house number, or in a page reference:

1,237; January 1909; p. 2681.

SEMICOLON—

1. The semicolon is used between members of a compound sentence which themselves contain commas or are not closely related:

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And time the ruined bridge has swept
Down the dark stream that seaward creeps.

—*Emerson.*

2 The semicolon is like a half period between two sentences grammatically able to stand alone, but closely connected in thought:

It must be getting late; the moon has set.

COLON—

Within a sentence the colon is always used in one way, with one particular meaning: to show that what follows it is an illustration of the statement that has come before it. It is always a mark of introduction, equivalent to: "Here are the items," or "Here is the fact I have mentioned," or "Here is the illustration of what I have said."—*Ward.*

A colon is used:

1. As the ordinary mark after the salutation in a letter:

My dear Tom:

2. After a quotation formally introduced, usually after such words as *thus, as follows,* etc.
3. To introduce a list of particulars:

   Two articles on the subject have recently appeared, as follows: "The Beginnings of the English Romantic Movement," and "A History of the English Romantic Movement in the Eighteenth Century."
4. In writing the time of day in figures:

   9:15 p. m.

EXCLAMATION POINT—

The exclamation point is used at the close of an exclamatory expression.

However, "O," which is properly used with a vocative, is not followed by any mark of punctuation; but "Oh" may be followed by a comma or exclamation point:

"O Lord!"

"Oh, why did not Cerberus drag me back to hell?"

"I know not, Oh, I know not!"

INTERROGATION POINT—

An interrogation point is used at the close of an interrogative sentence.

However, an interrogation point should not be used after a question that takes the form of a polite request:

Will you please send me a copy of "Huckleberry Finn."

APOSTROPHE—

The apostrophe is used:

1. For omissions:

   Don't; the class of '96; m'f'g.
2. For the plural of letters, signs, and figures with the addition of *s*:

   The three R's; t's; 5's.
3. For the possessive case of nouns:

   A man's word; Burns's poems.

Form the possessive of proper names or other nouns, whether ending in *s* or not, by adding an apostrophe and *s*

However, the apostrophe should not be used in Pikes Peak.

Note.—The best editors and typographers are now almost a unit in preferring the *'s* always, even for such forms as *Nichol's, Atkins's, Simonds's.* Editorial matter in the *Independent, Outlook, Literary Digest, Nation,* and *London Graphic* regularly shows *'s* for every name. This modern usage is what we ought to teach; incidentally it is much easier to teach.—*English Journal* for February, 1919.

QUOTATION MARKS—

1. The words enclosed within quotation marks must be the *exact* words of another.
2. If the quoted matter consists of more than one paragraph, marks should be placed before each paragraph, but after only the last.
3. A quotation within a quotation is enclosed in single quotation marks.
4. Titles of books and other publications, poems, articles, lectures, works of art, etc., are enclosed in quotation marks:

   "Scottish Chiefs"; "The Boston Transcript"; "The Vision of Sir Launfal"; "The Sistine Madonna".

   Note.—Often these terms are underlined to indicate italics, instead of enclosed in quotation marks.
5. The colon is used before a long, formal quotation; the comma, before a short one. The semicolon never precedes a quotation.
6. The period and the comma are placed within the quotation marks, but the semicolon, the interrogation, and the exclamation point are placed within the quotation marks only when they are a part of the quotation.

   Note.—The usage in such publications as "The Atlantic Monthly" of single quotation marks for the main quotation and double marks for the quotation within the quotation indicates that this will gradually become the general practice.
7. Life is too short to require the children to make the inverted commas for quotation marks. Use the form as given on the typewriter.

PARENTHESES—

Parentheses are used:

1. Around matter really needed as a side remark or explanation:

   Add to this the amount necessary ($4.50) and the result will be satisfactory.
2. Around figures or letters used to mark divisions in enumerations run into the text:

   He gave three reasons: (1) high cost of living. (2) inadequate pay, (3) failing health.

DASH—

A dash is used:

1. To include parenthetical matter:

   My reason—a good one—I submit.

2. After side-heads as illustrated in this pamphlet.
3. After a "run-in" side-head following the period:
   Methods.—This is a term, etc.
4. To mark an abrupt change of thought:
   I made a sudden lunge and grasped—nothing.
5. To precede the name of the author following a direct quotation:
   Wet roofs, beneath the lamplight; the strong crust of friendly bread.—Rupert Brooke.

HYPHEN—

A hyphen is used:

1. In compound words:
   Story-teller; curriculum-making.

   However, write as one word today, tomorrow, tonight, cannot, everyone, anyone.
2. For division of syllables at the end of the line.

   However, words of two syllables should not be divided. If both syllables cannot be written, carry the entire word to the next line.
3. Instead of "to" to connect two numbers:
   8-9; 137-8; May-September.

III. SPELLING

Ordinarily in text matter, very few abbreviations should be used. There are a few exceptions such as e. g., i. e., etc., viz., A. D., B. C., a. m., and p. m. The sign for *and* should not be permitted in written work.

SPELL OUT—

1. All numbers of less than three digits, unless of a statistical or technical character:
   He spent one year and two months in jail.
   He spent 128 days in jail.
2. All numbers in connected groups should be treated alike; if the largest contains three or more digits, use figures for all:
   The forces employed were 87, 93, and 106 respectively.
3. Round numbers:
   The attendance was estimated at five hundred.
4. All numbers occurring at the beginning of a sentence:
   Four hundred ninety-seven men, 417 women, and 113 children under seventeen, besides 64 of the crew, went down.
5. Sums of money:
   The admission was two dollars.

However, in business letters amounts of money are usually written in figures.

6. Ages:

   She is twelve years and four months old.

7. Time of day in reading matter:

   At three; at half-past one; at seven o'clock.

   However, in connection with figures, a. m. and p. m. should be used and "o'clock" omitted; per cent should always take figures: 10 per cent.

IV. STYLE AND ARRANGEMENT

While style and arrangement are largely matters of taste, there are some principles such as balance and harmony underlying them that must be consciously or unconsciously adhered to. So far as the child is concerned, the first thing to consider is the cultivation of the habit of orderliness. When this is established, we have a good foundation for the appreciation of the things above mentioned.

THE OUTLINE—

In the work of the Colorado Springs schools the following simple form will be used in outlining:

A. Under the head of.....

I. Under.....

1. Under.....

a. Under.....

(1) Under.....

(a) Under.....

(b) Under.....

(2) Under.....

b. Under.....

2. Under.....

II. Under.....

B. Under.....

HEADINGS—

A "center-head" should be placed at equal distances from both margins, and in typewritten or printed form should be capitalized. If it is longer than one line the inverted "pyramid" form or "hanging indention" should be used.

A "side-head," as its name implies, is a headline at the side of the page or column. It is usually placed *flush* with the margin if it occupies a separate line. If it is "run-in," that is, in a continuous line with the paragraph it precedes, it is printed usually in italics and followed by a period and a dash.

This monograph illustrates both forms.

THE PARAGRAPH—

The *plain* paragraph, that is, with the first line indented, should be used for all written and typewritten work.

V. MODELS FOR WRITTEN WORK

Since habit is such a determining force in a child's training, it is vitally necessary that he be trained early in a sense of good form in matters of written technique. If these forms can be presented early and remain unchanged, they will gradually be relegated to the *margin of consciousness,* so that there will be freedom and spontaneity of expression.

The manuscript forms on the following pages have been approved for use throughout the grades. They are to be used for all script exercises on paper and blackboard and in typewritten work.

1. *Spacing.*—Be sure that a ruler-width, or three-fourths inch margin, is kept all the way down the left side of the paper, indicating it by a faint penciled line until an even margin can be kept from habit. A margin of one-half inch at the right is sufficient.

The last line on each page should be left blank.

The title of the paragraph or theme should be written on the fourth line.

Begin the paragraph on the sixth line, always holding the child to the same form for his written work, so that the habit of orderliness may early become fixed.

The second page should have the child's name on the first line to the left, and the composition should start on the second line.

Do not leave lines between paragraphs. The first line of each paragraph should be indented. For the written forms in letter writing the heading, address, and superscription should be written setting each line a little farther to the right of the line preceding.

Care should be taken concerning the division of words into syllables at the end of the line. On page lix of "The New International Dictionary" will be found "Rules for the Syllabic Divisions of Words in Writing or Print." Words of four letters like "only" should never be divided; words of five or six letters like "occur" rarely. Never carry over a syllable of two letters or write the first syllable consisting of a single letter at the end of a line with the hyphen.

2. *Numbering Sections.*—Use Arabic numerals for all numbering. Use no marks, parentheses, or other punctuation marks with the number except the period.

Problems should properly be placed within the space of the paragraph. No part of the solution of the problem should come on the same line with the number of the problem.

3. *Corrections.*—Care should be taken that a teacher's corrections do not spoil an otherwise good looking paper. Mark off, not on. No other marks should appear on the paper. The check is not a good mark for something that is incorrect.

4. *Signatures.*—In business letters to strangers the title *Miss* or *Mrs.* precedes, in parentheses, a woman's name, as it is only courteous to the person to whom the letter is addressed to know how to address the writer.

The following is quoted from Lewis's "Business English":

As to feminine signatures, a mere man must not be dogmatic. Let us see what the women themselves say. I suppose there is no better authority on feminine etiquette in correspondence than Miss Jean Wilde Clark's "Desk Book on the Etiquette of Social Stationery." It has a section on business letters. Miss Clark says:

Many married women use their title incorrectly. A woman does not use initials, or the subscription *Mrs.* in social correspondence: she signs herself:

DOROTHY HUDSON BLACK.

If the letter is of a business nature, she adds her married title in parentheses beneath, thus:

DOROTHY HUDSON BLACK.
(MRS. CHARLES S. BLACK).

An unmarried woman writes (*Miss*) in parentheses when addressing a stranger, to distinguish her from a widow. Writing the title of *Mrs.* is not permissible on a woman's checks, letters, or notes, or in fact at all, except when registering at a hotel, or of necessity on a card, should she happen to be without one of her own, or when writing to a servant.

Bank checks, like all other written communications except those referred to above, are signed simply with the given and surname: and the name of the payee is similarly written.

A married woman's signature is the same as a single woman's. If necessary or desirable she may add in parentheses her married title.

5. *Salutation.*—The first word and the noun in a salutation are capitalized. In addressing a firm the proper salutation is *Gentlemen*:

My dear Cousin:

6. *Complimentary Close.*—Only the first word of the complimentary close is capitalized.

7. *Superscription.*—The return address may be written on the flap of the envelope.

Titles of honor should never be abbreviated when used with the surname: Captain Brewster; Professor Thompson.

The following forms were written by Helen Ebb of the Colorado Spri-gs High School, Twelfth A:

Miriam Poundstone September 24, 1919
Spelling 4 A Columbus School

The Gypsy Camp

One day a tribe of gypsies, made up of many families, came near a small village. They were looking for a place to camp for they were feeling the pangs of hunger. There was a company of soldiers near by. Just then a manly looking soldier came out and blew the bugle. Then he walked up to the gypsies and gave them a little advice about their conduct.

— Lesson 89

Form for Business Letter

Teachers College
Columbia University
New York
February 19, 1920

Mr. Roscoe C. Hill
Superintendent of Schools
Colorado Springs, Colo.

Dear Sir:

We take pleasure in sending you samples of various tests and scales published by Teachers College, and shall forward a complete catalogue of our publications early in September.

Very truly yours,
Bureau of Publications

Teachers College
Columbia University
New York City N. Y

Mr. Roscoe C. Hill
Superintendent of Schools
Colorado Springs
Colorado

1931 N. Tejon St.
Colorado Springs, Colo.

Mr. Thomas Brown
1240 McKinney Ave.
Houston
Texas

Form of Friendly Letter

1331 North Tejon Street
Colorado Springs, Colo.
February 23, 1920

Dear Tom:

Were you ever so badly scared that your hair just naturally stood on end? Well that happened to me on a camping trip last summer. I want to tell you about it.

We had finally settled down for the night when without warning ----------

Your old pal,
Philip Brooks

Formal Invitation

The Eighth B Class requests
the honor of the Eighth A
class's presence at a party
to be given in their honor
in the Kindergarten,
Thursday afternoon
at two o'clock.
Tuesday, June 8, 1920

Informal Invitation

Dear Mother:
We are going to play the
story of "Sleeping Beauty" at
two o'clock Friday afternoon
in Room 12.
Be sure to come.
Your son,
John

Wednesday, January 20, 1920

VI. SUGGESTED SYMBOLS FOR CORRECTION

¶ Make a new paragraph.
[Carry to the left.
] Carry to the right or indent.
p Punctuation.
ᔓ Misspelled word, indicated by tilde over it.
— Underline for faulty diction.
= Double underlining for capitals.
ȼ Use small letter. Draw line through letter.
‖ Sentences run together.
^ Omission.
ȼ Use capital letter. Draw line through letter.
ss Sentence structure.

Note.—Parentheses are marks of punctuation and should not be used to indicate matter to be omitted. Draw one line through the matter instead.

REQUIREMENT FOR ENTRANCE TO HIGH SCHOOL

ILLITERATE ERRORS from which a pupil entering high school should be free:

1. Illegible script.
2. Parentheses to indicate canceled matter.
3. Careless omission and improper insertion of the apostrophe sign.
4. Short cuts in connected discourse, such as the sign &, unauthorized abbreviations and figures.
5. Failure to capitalize those words about which usage is practically agreed.
6. Misspelling of the vocabulary used in writing.
7. Wrong verb forms. Reason is the best cure for this lingual habit in writing, just as ear training and tongue training are in speech. The pupil should know how to employ the principal parts, including the present participle, in the six tenses and two voices of indicative mode.
8. *The Sentence Error.*—No pupil is prepared for high school English who fails to distingnish a complete grammatical sentence from the fraction of a sentence on the one hand or from the run-on sentence on the other; and to indicate the sentence unit by an initial capital and the proper terminal mark.—Woolley's *Handbook of Composition.*

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